BREWOOD SCHOOL

Behaviour policy

and

Statement of Behaviour Principles

Last Reviewed by: Kathy Butterworth, Head Teacher, April 2019

Next Review Date: April 2020

Contents

1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

2. Key Beliefs

2.1 At Brewood we believe that:

- Children want to behave well.
- Behaviour is a means of communication and we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, children can learn to improve and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the development process.
- All of our pupils have recognised needs which impact upon how they learn to behave and their ability to manage their behaviour.
- All adults can learn strategies to support children to improve their behaviour.

As adults we can support the pupils in our school by:

- The quality of our relationships with each other and them
- The quality of our provision

- A well-informed understanding of their needs

- The scaffolding we put in place

- Observation, evidence gathering and analysis - so that our interventions are well-informed and planned.

- Working in close partnership with parents, carers and other professional agencies

- Investing time to allow pupils to practise and make mistakes.

The scaffolding consists of:

- Accessible modes of communication

- Clear and realistic expectations

- Rules

- Routines

- The language of choice

- Rewards and consequences

- Reparation wherever possible and appropriate

- Descriptive praise

- Fair and predictable responses to both negative and positive behaviours

2.2 Key Beliefs Explained

We believe that:

Children want to behave well

- We believe that our pupils are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

Behaviour is a means of communication

- How children behave gives us important information about how they are feeling.

- Supporting children to effectively communicate is a very important part of supporting them to behave appropriately.

- The needs of our pupils mean that they will often need a personalised approach to behaviour management and consideration must be given to sensory needs and levels of stimulation and engagement.

- Children can learn to improve their behaviour. Pupils at Brewood can find learning difficult: Learning a new behaviour is a task, just like learning to read and write.

- As adults we should consider how our pupils learn and their additional needs; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
- Most of our pupils learn in small, incremental steps over a long period of times.

Mistakes are part of the learning process

- We don't pass judgement on it - instead we support our pupils to get it right in the future.

All adults can learn strategies to support children to improve their behaviour

- Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences, training and experiential learning.
- At Brewood we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviours in our pupils and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.
- We recognise that this can be very difficult, especially if a pupil is aggressive or appears to be targeting others in a focussed manner. As a school we support staff to develop their own emotional resilience through professional support. This may be peer-to-peer, group or individual support and can draw on a range of expertise within school and beyond.
- All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development.

Adults can support children by:

The quality of our relationships with each other and them

- The quality of our relationships with our pupils is crucial. Each adult within the school is a significant adult for our pupils. To foster successful, enabling relationships we need to:
    - Actively build trust and rapport – these must be earned: they are not a right, nor are they just given.
    - We should have high expectations for all our pupils – when we demonstrate our belief in them, it supports them to succeed.
    - We treat our pupils with dignity and respect at all times.
    - We communicate with our pupils clearly and carefully in a way that is accessible to them and their current level of need.
    - Adults should listen respectfully to the child and make a judgement about how/when to respond.
    - Invest in your relationships with our pupils – have fun together!

- Consider what might be behind the behaviour; why the child might be behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify.

- See things through e.g. consequences put in place as a response to particular behaviours, both desirable and undesirable.

- Keep your word - , and if, for some reason, we are not able to honour a commitment to a pupil, we will communicate clearly and honestly about why this has happened.

- Identify the strengths of the individual – do this with the child and build upon them. If the child is not able to do this themselves, advocate for the child within the team/ professional group.

- Apologise if you make a mistake – you are modelling this for the pupil and will help you to build trust and respect.

- Name and manage your own emotional reactions to the child's behaviour - demonstrate emotionally intelligent behaviour at all times. If you are finding it difficult to manage your feelings about a pupil, seek help and support.

- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus on getting it right in the future,

- Quietly but firmly hold appropriate boundaries for our pupils.

- Seek support from wider professional networks to problem solve challenging behaviour

- We are always respectful to our pupils; we do not talk about them over their heads or in front of other children.

- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

The quality of our provision:

If we are unable to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will not decrease or stop. To do this we need to:

- Accurately assess the pupil's needs

- Plan to meet the pupil's range of needs specific to the plans drawn up by the professionals involved with their education/care.

- Support the pupil to develop good levels of resilience and have high expectations for each pupil.

- Support children to develop high levels of self-esteem so that they believe they can succeed.

- Use positive reinforcement frequently when things are going well and use minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.

- Know what motivates each child.

- Personalise learning to ensure that we meet each pupil at his/her point of development.

- Where appropriate, include the pupil in target setting and evaluation processes for outcomes measurement, using appropriate language and methods (self-assessment)

- Give the child feedback on progress in a supportive way that makes sense to them, focussing particularly on their achievements and what they need to do to make further progress.

- Praise the child for their specific achievements – using descriptive praise and do this often.

- Actively teach the child behaviour for learning.

Scaffolding

By this we mean all the things we do to support our pupils to manage their behaviour successfully.

Rules support positive behaviour. They should be:

- Few in number

- Where appropriate agreed with pupils

- Communicated in a way that our pupils can understand

- Stated in the positive – things we are going to do.

- Regularly referred to by all staff with pupils.

- Appropriate to the activity and developmental range.

Routines support our pupils by fixing desired behaviours in their minds:

- They must be explicitly taught – do not assume our pupils know them.

- All activities will need taught routines

- The more consistency there is over routines, the easier it is for our pupils.

- Routines also support behaviour for learning.

The language of choice helps our pupils take responsibility for their behaviour:

- Actively encourage our pupils to choose the right thing to do

- Explain the consequences of their choices, both good and bad.

- Use descriptive praise when we see them making a good choice – there can never be too much of this.

- Link consequences to the choices they make, to help them make the best choice.

- This communication:
  - Increases pupils' sense of responsibility
  - Regards mistakes as part of learning
  - Removes the struggle for power
  - Is positive

- Can help establish links between responsibility, choice and consequence

- Helps pupils to take responsibility

- Helps pupils to manage their own behaviour

- Increases their independence.

Rewards and Consequences

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve. They can take the form of:

- Descriptive praise

- Communication with parents and carers to inform them of the behaviour/ achievement

- 'Golden time' trips can be earned through our reward systems.

- Preferred activities above and beyond timetabled daily activities

We do not believe in sanctions or punishments because it focuses the child's mind on the punishment rather than what they did. In turn this can lead the child to feeling angry about the punishment rather than thinking about the effect of their behaviour on others. Instead we focus on the consequences of behaviour e.g.

Behaviour: pupil disrupts an activity or behaves in such a way that makes other pupils feel unsafe.

Consequence: Pupil has a break from the activity/ pupil is supported by an adult to consider their behaviour/ pupil apologises to the group for their action and the activity is resumed.

- It is important for our pupils to clearly link a specific behaviour with its consequence

- The consequence needs to be a natural one that makes sense to the pupil.

- It is important for adults to review what has happened. Was there anything that could have been done differently to support the pupil to manage?

Reparation

Where appropriate we support our pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we should not make assumptions about what children feel. Unresolved difficulties can make children anxious and this can cause behaviour to escalate or become habitual.

Descriptive praise

- If we tell people what it is exactly that we like about what they are doing we are reinforcing the behaviours we want to promote.

- This is also providing positive feedback and personal recognition which raises self-esteem and leads to improved behaviour.

- Descriptive praise supports behaviour for learning.

Pupils with exceptional behavioural needs:

Due to the nature of our pupils' difficulties many will need additional support to learn how to manage their behaviour. We do this by:

- Working in line with this Policy

- Putting in additional scaffolding tailored to the specific needs of each pupil

- Multi-agency review

- Observations

- Medical investigations where appropriate

- Making the routines/strategies more detailed

- Detailing in our Risk Assessments the actions to be taken when an identified behaviour occurs. This information should be shared with the pupil/parents/carers/other appropriate professionals.

- Drawing in additional resources from beyond the school e.g. Horizon's Clinical Team. CAHMS, EP support, Social Services

- The support of parents/ carers will be sought to implement any changes

Some pupils may require very specific and detailed planning which could include off-site education. When changes of this sort are made to a pupil's learning day we will always consult with parents/carers and other appropriate professionals.

3. Bullying (Including cyber-bullying)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

4. Roles and responsibilities

4.1
The Managing Director of Education, Horizon Care and Education, is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

4.2 The head teacher
The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal appropriately with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Recording behaviour incidents using the school's system
- The senior leadership team will support staff in responding to behaviour incidents.

5. Restrictive Physical Intervention (RPI) / Physical Intervention – Contingent Touch

Corporal punishment is illegal and is never used at the school.

5.1 Restraint, or RPI, is the positive application of sufficient force to ensure, by physical means alone, that a child does no injury either to him/herself, a member of staff, another child, or property.

- It should be used rarely, and only after all other interventions have been exhausted, and only by staff who have had the recognised **Sherwood** training and that this is up to date.
- It should only be used if the child is putting him/herself or others in danger and where a failure to intervene would constitute neglect.
- If used, it must be recorded in the schools incident reporting system.
- The child's **Individual Risk Assessment** will be reviewed.
- If an RPI is used parents/carers need to be contacted before the child arrives home.

5.2 Physical Intervention – Contingent touch

Contingent touch may be used appropriately e.g. a pat on the shoulder in a public place, in the appropriate context.

Physical Intervention may be used appropriately; by this we mean providing physical direction similar to contingent touch but in a more directive nature e.g. the child is led away by a hand on the shoulder (using Sherwood practices).

5.3 Fixed-Term Exclusions:

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised.

- Incidents of knife crime or the deliberate use of weapons in school.

- Incidents of sexual violence

Decisions to exclude pupils are made on an individual basis and should always be a reasoned and measured response, which will have impact and provide a learning opportunity for the pupil. All fixed term exclusions will be followed by a re-integration meeting and de-brief with the pupil concerned.

5.4 Permanent Exclusions
It is very rare for us to permanently exclude a pupil at Brewood.
In the event that Brewood is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family/carers and the Local Authority to identify a suitable alternative placement for a managed move.

5.5 Searching and Screening
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the school SLT every year. At each review, the policy will be approved by the head teacher.

7. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy

- Anti-bullying strategy

Appendix 1: Restrictive Physical Intervention and Advice for Staff

Staff receive up-to-date behaviour management training with particular focus placed on the PACE model of working with children who have experienced trauma; in addition staff also receive accredited Sherwood training. We believe that restrictive physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of individuals.

On rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Injury, or risk of injury, to another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort, proportionate, reasonable and necessary.

All staff have a duty of care to children. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow time to decide on the appropriate action necessary,

Staff are strongly advised not to physically stop pupils from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury they should never block a pupil's exit

Remaining calm: the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and non-threatening stance, i.e. not toe-to-toe, are recommended.

Awareness of Space: try to be aware of the space around you and avoid stepping into another individual's personal/intimate space.

Pacing and Chasing: angry people often pace in tense situations and staff should try to avoid the temptation to follow as they attempt to help the individual to calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently, or even sit down.

Intonation and use of voice: when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script:

- Connect by using the pupil's name
- Recognise and acknowledge the pupil's feelings
- Tell the pupil you are there to help
- Give directions

Diffusing body language responses:

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance:

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a more 'dynamic' risk assessment and seek assistance
- Allows the other person 'take up' time to make their own choices
- Builds confidence in pupils that you are in control

In the event of a serious incident e.g. a fight

- Give clear and immediate instructions ' stop fighting'
- Send for assistance
- Spell out the consequences
- Remove the 'fuel' by clearing any 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk – if not call for assistance.